

College or Career Opportunity Knocking: A New Assessment System to Identify Career and College Ready Students in Louisiana

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What is PARCC?

Assessments

Race to the Top: Assessment Program Competition

- \$350 million of Race to the Top Fund set aside for awards to consortia of states to design and develop common K-12 assessment systems aligned to common, college- and career-ready standards
- The competition asked consortia to design assessment systems that meet the dual needs of *accountability* and *instructional improvement*
- In September 2010, the U.S. Department of Education awarded grants to:
 - Partnership for Assessment of Readiness for College and Careers (PARCC)
 - Smarter Balanced Assessment Consortium (SBAC)
- The winning consortia have four years to develop assessments systems, and states participating in either consortium will administer new assessments statewide by 2014-2015

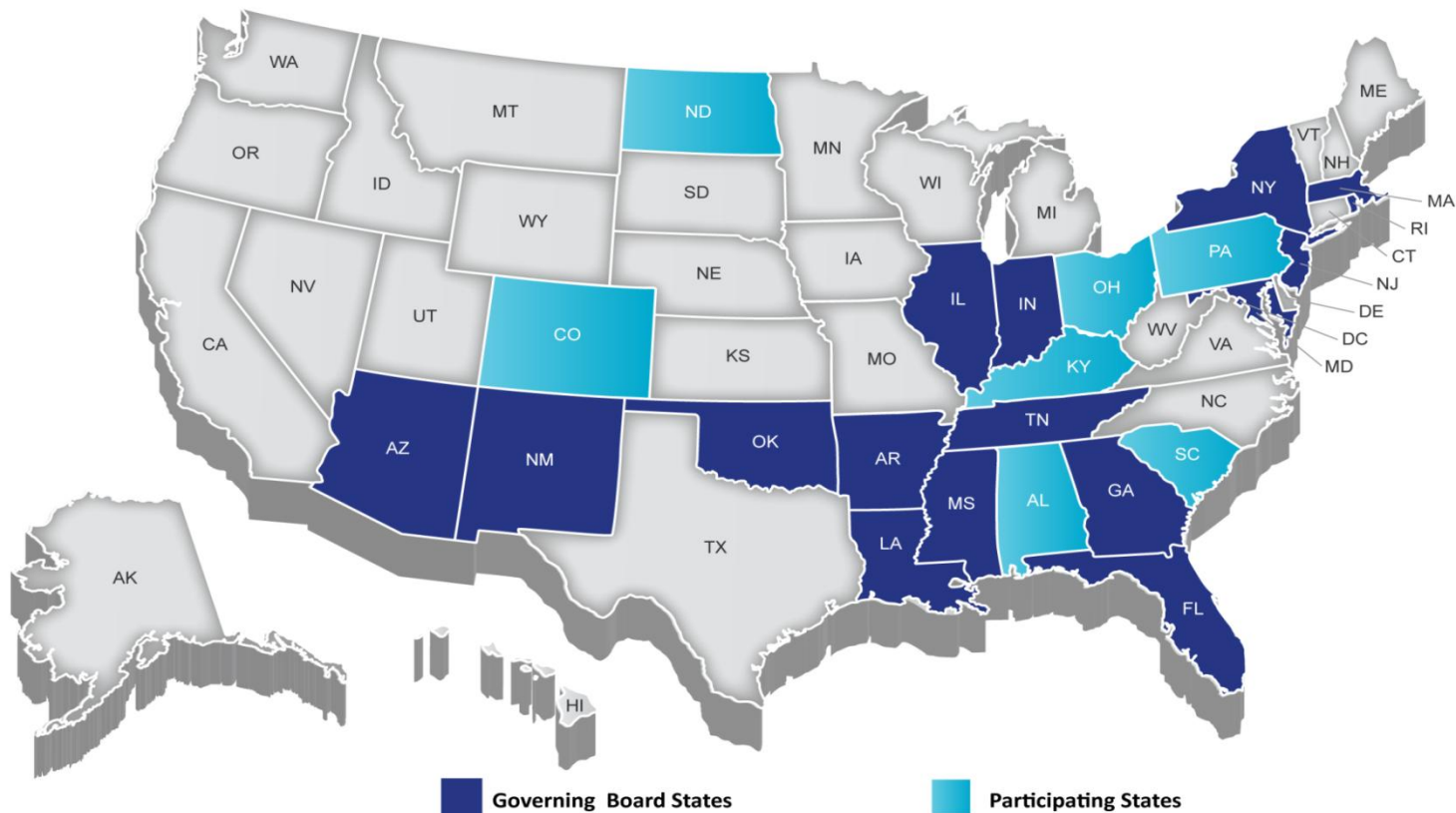
Assessments

Partnership for Assessment of Readiness for College and Careers (PARCC)

- A group of states working together to develop **high-quality assessments** for grades 3-12 aligned to the Common Core State Standards
- Governing states have agreed to implement the new assessments in 2014-15
- Louisiana is a governing state, which also means we have the opportunity to play a significant role in this work.

Assessments

Partnership for Assessment of Readiness for College and Careers (PARCC)



PARCC's Goal

- PARCC's fundamental goal is to increase the rates at which students graduate from high school prepared for success in college (i.e., technical colleges, community colleges, and universities) and the workplace – and, ultimately, to increase their likelihood of college success and completion.
- PARCC's assessment system will help achieve this goal by:
 - Creating a high school assessment that indicates whether students are prepared for entry-level, credit-bearing postsecondary courses (e.g., College Algebra, English I).
 - Upon implementation of the assessments and verification of the college-ready achievement levels, participating colleges and universities across all PARCC states will use students' performance on the college-ready assessments as an indicator of their readiness for entry-level, credit-bearing courses.

College and Career Ready Students

What Should College and Career Ready Students Be Able to Do?

English

- Students **read and comprehend** a range of sufficiently complex texts
 - Literature and informational texts
- Students **write effectively** when using and/or analyzing sources
- Students build and **present knowledge** through research
 - Analysis
 - Synthesis

Mathematics

- Students **solve problems involving the major content** for their grade
- Students **solve real world problems** (modeling practice)

Parents, Schools, Colleges, & Public

Why is PARCC Important to Parents, Schools, and Colleges?

Teachers, School Leaders, District Administrators, and State Officials

- Stakeholders will regularly and quickly have a wider variety of useful performance data

Parents, Students, and the Public

- PARCC's assessments will, for the first time, give information about student performance relative to children in other states and against achievement standards anchored in college- and career-ready knowledge and skills

Technical, Two-year, & Four-Year Colleges

- Assessments will identify whether students are ready for and prepared to succeed in entry-level, credit-bearing postsecondary courses by the time they graduate from high school



Assessments

Build a Pathway to College and Career Readiness for All Students

K-2 formative assessment being developed, aligned to the PARCC system

Timely student achievement data showing students, parents and educators whether ALL students are on-track to college and career readiness

College readiness score to identify who is ready for college-level coursework

Targeted interventions & supports:

- 12th-grade bridge courses
- PD for educators

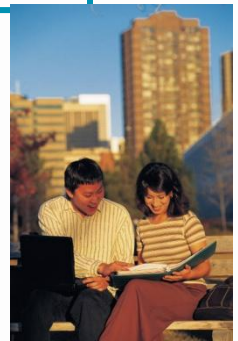
K-2

3-8

High School

SUCCESS IN FIRST-YEAR, CREDIT-BEARING, POSTSECONDARY COURSEWORK

← ONGOING STUDENT SUPPORTS/INTERVENTIONS →



Important to Louisiana

Why is PARCC Important to Louisiana?

- About 60% of jobs nationwide will require some type of postsecondary education by 2018¹
- More Louisiana jobs are requiring a postsecondary education²; of those:
 - 69% require vocational training, certification, or associate degree
 - 31% require bachelor degree
- Many Louisiana students are ill-equipped to succeed in college
 - Louisiana's college retention and graduation rates are among the lowest in the Southeast region (SREB) and the nation³
 - About one third of first-time freshmen need remediation in college level courses⁴

¹ Georgetown University Center on Education and the Workforce, June 2010

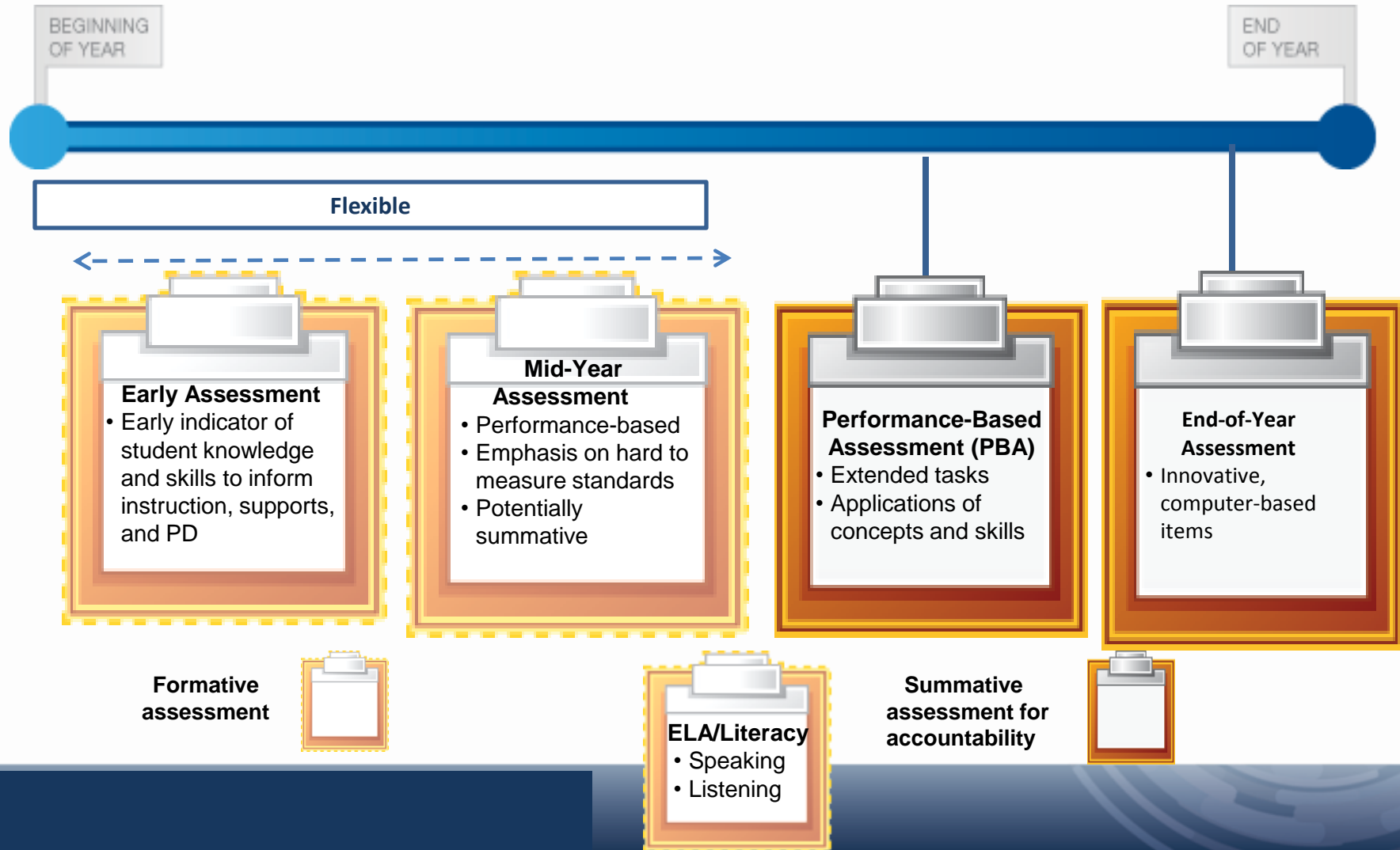
² Louisiana Workforce Commission, 2009 Job Vacancy Survey

³ Southern Regional Education Board Fact Book on Higher Education, 2009

⁴ LDOE First-Time Freshmen and Developmental Rates, Public School Data, 2007-08

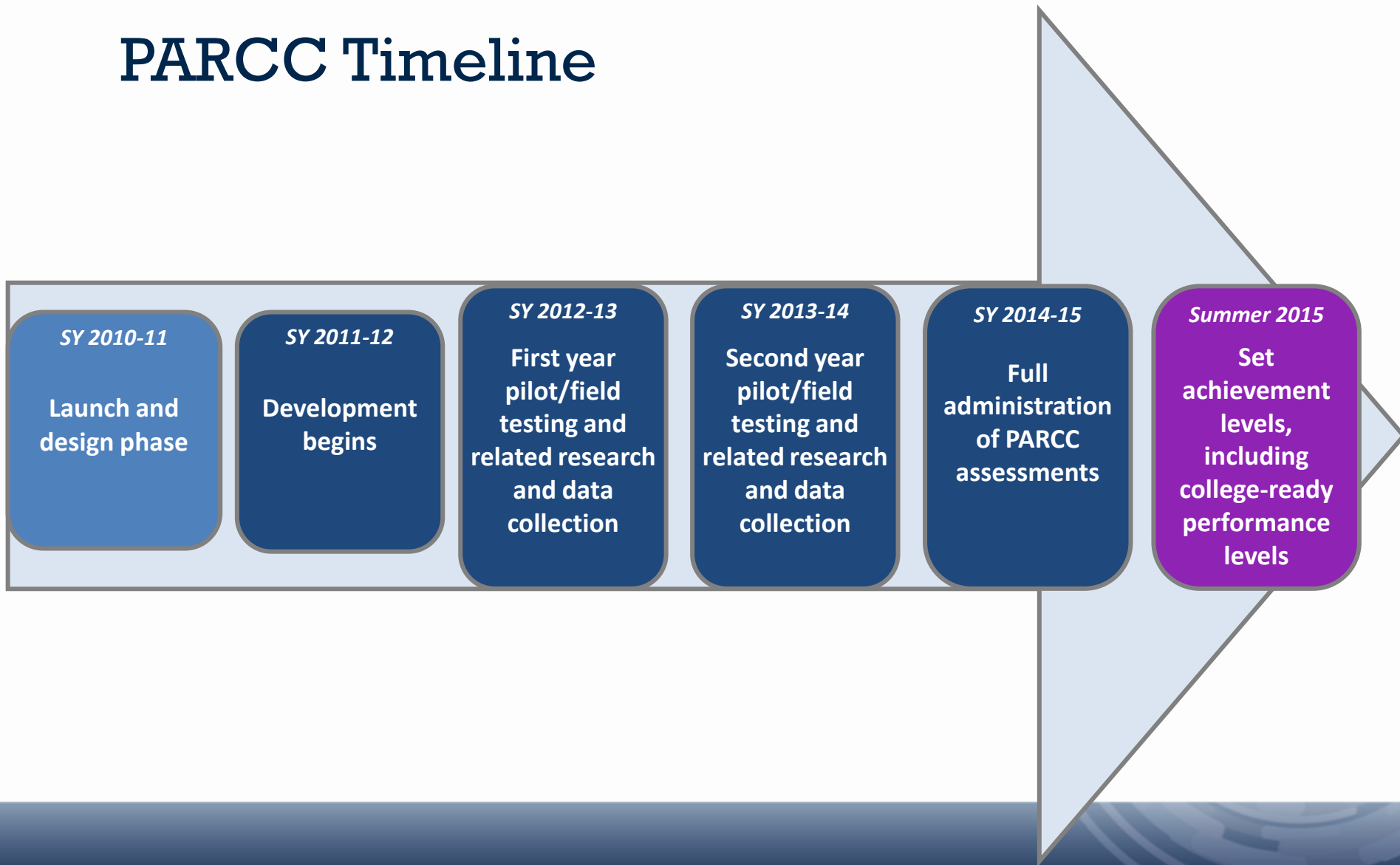
Assessments

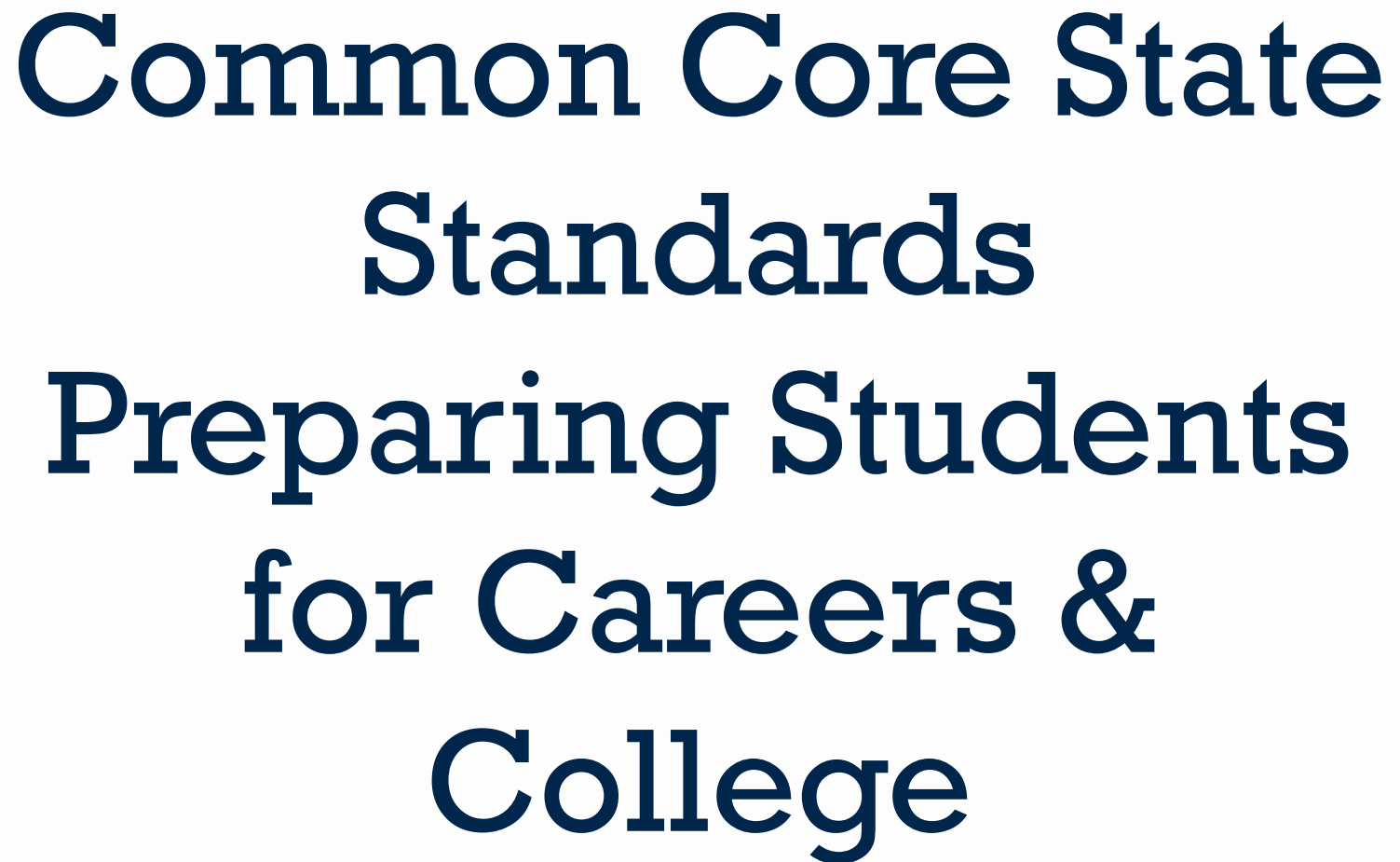
High-Quality PARCC Assessments



Assessments

PARCC Timeline





Common Core State Standards Preparing Students for Careers & College

Louisiana Content Standards

Overview

- Current state education policy requires regular review and revision to Louisiana content standards “to maintain rigor and high expectations for teaching and learning”
- Must be reviewed at least once every seven years (BESE Bulletin 741, 2301 C)
- Approved by Board of Elementary and Secondary Education (BESE)
 - 1997-1998: Standards and Benchmarks
 - 2004: Grade-Level Expectations (GLEs)
 - 2010: Common Core State Standards (CCSS) for English language arts (ELA) and mathematics

Implementing Standards

State Law and BESE Policy

- State Law – R.S. 17:24.4
 - Instituted LEAP and required the Louisiana Department of Education to develop and implement curriculum standards
 - Applies to traditional public schools and charter schools
- BESE Policy – Bulletin 741, Section 2301
 - Requires each local school district and charter school to adopt and implement curricula aligned with state content standards
- Implementing curriculum aligned with state standards
 - Is mandatory
 - Necessary to ensure that students are being taught in accordance with state content standards
 - Allows students the opportunity to do well on state assessments

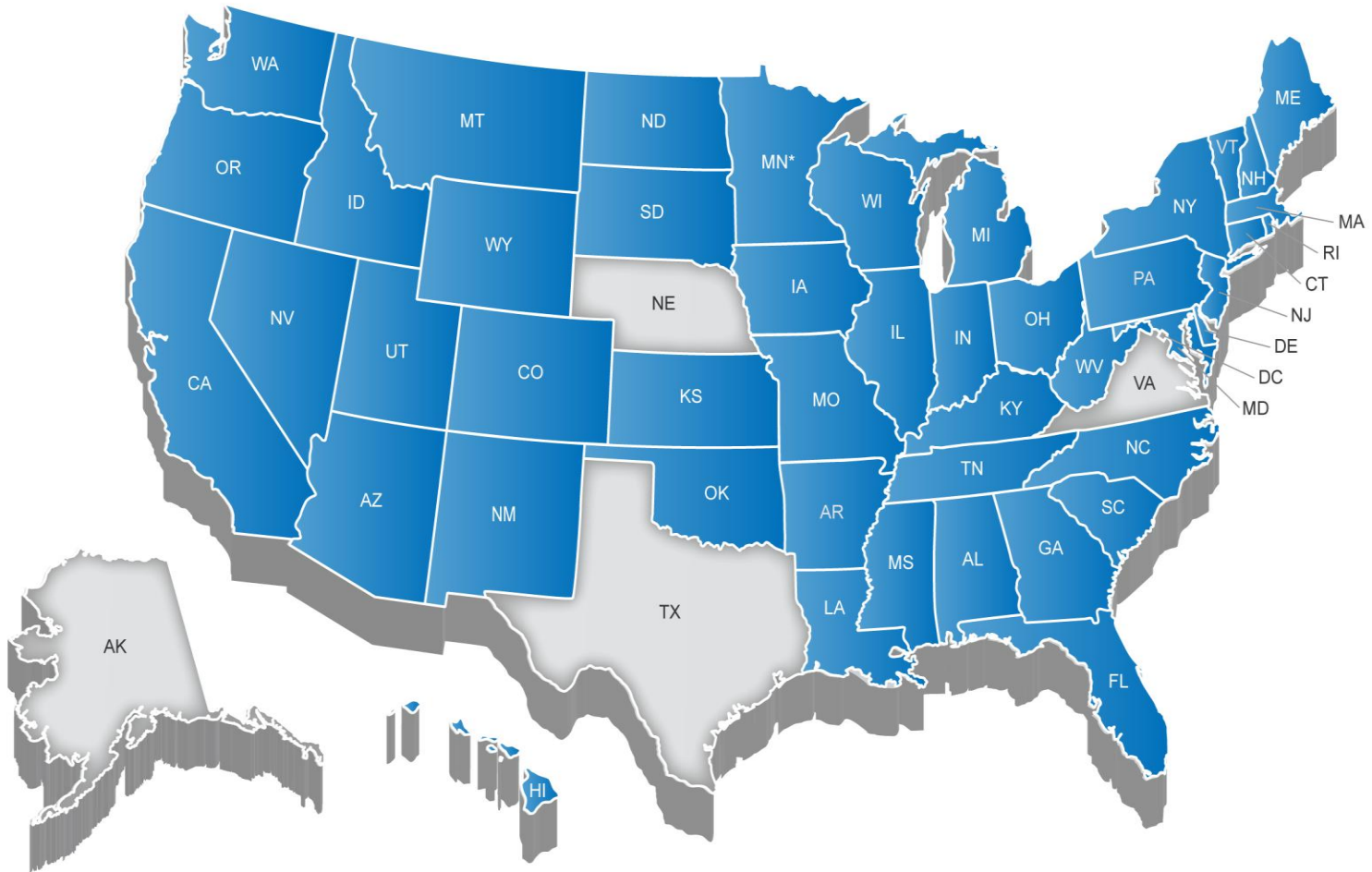
Common Core State Standards

What are Common Core State Standards?

- Content standards developed by group of states
 - Development coordinated by National Governors Association and Council of Chief State School Officers
 - In collaboration with teachers, school administrators, and experts
- States voluntarily choose to adopt
 - 46 states, 1 territory, and D.C. have adopted the CCSS as of 2/20/2011
- More information available at www.corestandards.org



46 States + DC Have Adopted the Common Core State Standards



Common Core State Standards

Why Common Standards?

- Identify what students really need to know to progress each year in K-12 and to be successful in college and in the workplace
- Allow more time for teaching foundational content and increase students' mastery of it
- Allow comparisons of student achievement across states
- Help students keep pace with an advancing workforce
- Prepare students to compete with their American peers and with students from around the world



Common Core State Standards

Characteristics

- Based on evidence and research
- Aligned with college and workplace expectations
 - Endorsed by Dell, State Farm, U.S. Army, Microsoft, ACT, College Board, Merck, Verizon Communications, Boeing
- Focused and coherent to allow for in-depth learning
- Developmentally appropriate, cumulative progression of skills and understandings
- Rigorous content and application of knowledge through high-order skills
- Incorporate standards of excellence found in high achieving countries



Common Core State Standards

What about Standards for Science and Social Studies?

- Literacy standards for science, social studies, and technical subjects are included in CCSS for ELA
- Science Content Standards
 - *Next Generation Science Standards* currently under development by national groups
 - Will be reviewed for appropriateness to replace current Louisiana science standards; if acceptable, will be adopted in Summer or Fall 2012 to be implemented in 2014-15
- Social Studies Content Standards
 - Revised by committees of state educators in 2010-11
 - To be implemented in 2014-15



Implementation Plan

Implementation Overview

- New assessments and new LCC for ELA and mathematics will be phased in over several years

	2011-2012	2012-2013	2013-2014	2014-2015
PreK	Current	Current	New	New
K	Current	New	New	New
Grade 1	Current	New	New	New
Grade 2	Current	Transitional	New	New
Grades 3-8	Current	Transitional	Transitional	New
High School	Current	Transitional	Transitional	New

Implementation Plan

Spring 2011

- Create **crosswalk** document between CCSS and current Louisiana standards (completed)
- Analyze crosswalk at each grade level
 - Develop grade-level content comparisons to determine what content will remain the same, be added, or be deleted
 - Determine which CCSS can be phased in prior to full implementation
- Develop and deliver **General Awareness Sessions**
 - General Overview (Awareness Webinar 1)
 - Crosswalk and Grade-Level Content Comparison Reports (Awareness Webinar 2) – Summer/Fall 2011
 - Additional webinars and communications as needed

Implementation Plan

2011-12: Development Year

- Create new *Louisiana Comprehensive Curriculum* (LCC) to align with
 - CCSS in ELA and mathematics for grades K-1
 - New Social Studies standards in grades K-12
- Create transitional LCC for grades 2 and higher
 - Delete activities based on GLEs that have no match with CCSS
 - Add activities to address new content required by CCSS
- Create LCC Professional Development Workshops and plan with districts for rollout of both transitional and new LCC
- Review *New Generation Science Standards* (Spring 2012) to determine their appropriateness to replace current Louisiana science standards
- Begin a voluntary district pilot program on the use of formative assessment performance tasks in ELA and math to guide their inclusion in the LCC and professional development

Implementation Plan

2012-13: Transition Year #1

- Implement new LCC aligned to ELA and math CCSS in grades K-1
- Implement transitional LCC in ELA and math for grades 2 and higher
- Begin professional development workshops on the new LCC using a train-the-trainer model



Implementation Plan

2013-14: Transition Year #2

- Implement new LCC aligned to ELA and math CCSS in grades PreK and 2
- Continue
 - Use of transitional LCC in grades 3 and higher
 - LCC professional development for teachers



Implementation Plan

2014-15: Full CCSS Implementation

- Full Implementation at all grades
 - Common Core State Standards
 - State-revised standards for social studies and science
 - New LCC for all grades and subjects
- LCC professional development continues for teachers



Assessments

Summary of Transition Plan for Louisiana Assessments

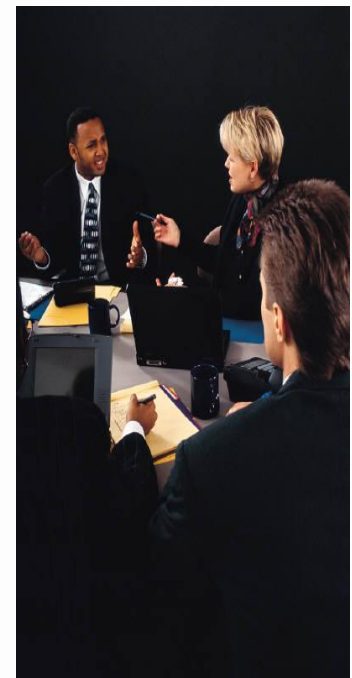
- No change to current assessments in 2011-12
- Transitional assessments for grades 3-8 and high school in 2012-13 and 2013-14
 - Aligned with transitional LCC
 - Adjust ELA and math assessments by using existing items that best align with CCSS
 - Content focus may change
 - “Cut scores” and level of difficulty will remain the same
 - Omit content that will be discontinued, emphasize existing content that aligns with CCSS
 - New CCSS content will not be added until 2014-15

Stakeholders & Partners

Stakeholders & Partners

Networks to Address Challenges

- National:
 - PARCC Governing Board
 - PARCC Higher Education Advisory Committee
 - PARCC National Working Groups
 - PARCC Implementation Team
 - PARCC Educator Leader Cadre
(Fall 2011)
- Louisiana
 - PARCC State Planning Team
 - School & Campus Teams



Stakeholders & Partners

PARCC CAMPUS LEADERSHIP TEAMS (2011-2014)

- 8-Member team on two- and four-year campus
- Webinar (July 2011), Statewide Meeting (September 30, 2011), & Other Meetings During 2011-2014
- **Challenges** to address:
 - Identifying a set of core competencies in English and mathematics reflected in the Common Core State Standards (CCSS) that signal that a student is on-track to be college-ready
 - Agreeing on college-readiness standards acceptable to all college and universities within Louisiana
 - Helping pre-service teachers prepare to teach to the new Common Core Standards and assessments
 - Identifying types of drill down data needed for new PARCC assessments to help teachers and teacher preparation programs improve practices



Stakeholders & Partners

Blue Ribbon Commission for Educational Excellence (2011-12)

- **Charge:** To prepare students who are career and college ready as new Common Core State Standards and PARCC assessments are implemented in Louisiana
- **Challenges** to address:
 - Help new and experienced teachers implement effective practices to teach to the new standards and assessments
 - Help students use their junior and senior years more effectively to prepare academically for college through better interventions
 - Help students who demonstrate early college readiness to enroll in post-secondary courses while in high school



Common Core State Standards, PARCC Assessments, & Partners



Impacting a future generation of college and career ready students

Additional Information

**Common Core State Standards
Need More Information from Louisiana
Department of Education?**

E-mail

commoncore@la.gov

Call Toll Free

1-877-453-2721

LDOE Common Core State Standards Web Site:

http://www.doe.state.la.us/topics/common_core.html

LDOE Common Core Assessments

**[http://www.doe.state.la.us/topics/common_core_assessments.h
tml](http://www.doe.state.la.us/topics/common_core_assessments.html)**

PARCC Website:

<Http://www.parcconline.org>